**Planes para el grado 4**

**Sra. Stratman, lunes, el 11 de abril, 2011 (11:00-11:30)**

**1. Opening Song: Buenos días**

**2. Activities:**

**a. Review of descriptions (Hair color) with ¿Quién es \_\_\_\_\_\_\_\_\_\_\_\_\_?**

**(Visuals – “mascaras – number people from 1-9) *(Standard 1.2 Make***

***identifications based on simple oral and/or written descriptors.)***

**b. Review of descriptions – personalize with questions about class members**

**(Hair color) *(Standard 1.2 Make identifications based on simple***

***oral and/or written descriptors.)***

**c. Review – tall, medium, short (height) Draw stick people on board and ask**

**“¿Quién es más alto/a, etc.?) *(Standard 1.2 Make identifications based on***

***simple oral and/or written descriptors.)***

**d. Introduce “grande, pequeño, largo, corto” *(Standard 1.2 Make***

***identifications based on simple oral and/or written descriptors.)***

**e. To indicate the height of an animal, hold one hand horizontally at the appropriate height, as if they were resting their hand on top of the animal's head. However, to describe the height of a person, the hand is held vertically (palm out, thumb on top), as if the hand was resting on the back of the person's head. To describe a person's height using a horizontal hand gesture is to dismiss the person as an animal.**

* **To indicate length, extend their right arm and use their left hand to mark a spot on the right arm; the length is the distance from the fingertips on the right hand, up the right arm to the point marked by the left hand. North Americans normally indicate length by holding both hands out with the index fingers extended; the length is distance between those two fingers. *(Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.)***

**e. Student assessment of Yr. 5 activities that they like and do not like *(1.1D***

***Express likes and dislikes.)* Remaining students draw people according to**

**new vocabulary learned.**

**3. Closing Song: Adiós a mis amigos**

**4. Visuals: descriptive people-masks; assessment; handouts (in student’s desk); likes and dislikes; paper for drawing**